DOCUMENT RESUME

ED 132 137 SP 010 669

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TITLE One Man's Perceptions of Physical Education and Its Role in Today's Curriculum.
PUB DATE 1 Nov 76
NOTE 44p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Athletic Coaches; Athletic Programs; *Curriculum Development; Educational History; Educational Philosophy; *Educational Principles; Physical Activities; *Physical Education; *Physical Recreation Programs; Professional Education; *Secondary Education; Student Development
IDENTIFIERS *Educational Role

ABSTRACT

Physical education is an academic discipline influencing the cognitive, affective, and psychomotor domains, promoting the development of the total individual by means of selected movement experiences and physical activities. As a structured portion of education, it has been in existence only about 100 years when a department of Physical Education and Hygiene was established at Amherst College in 1861. As an integral part of the educational system, it affects students at all levels, from the basic activities class in which all students are required to participate, through the intra- and extra-mural levels to the interscholastic level, in which only the most proficient participate. Preparation of educational leaders for the field has been a problem, in that the physical educator was also expected (and in most cases required) to be involved in the coaching of extramural sports. With the development of the concept of "coaching internship," an individual who wishes to coach an athletic sport while teaching in another discipline will be able to do that. This approach also opens the employment field to those who wish to teach physical education can be judged only by the totality of its effects on the biological, psychological, sociological, and mental needs of the individual. With continued concern on the part of the professionals in the field, the role of physical education in the school for assisting every student reach his or her full potential as a citizen of this country can be realized. (MJ)

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ONE MAN'S PERCEPTIONS OF PHYSICAL EDUCATION AND IT'S ROLE IN TODAY'S CURRICULUM

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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November 1, 1976

SP 010 669

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Introduction

Physical education, as a subject or component within the curriculum of the educational systems in these United States, is many things to many people. To many, it is and has traditionally been mere free play or highly organized recess. To others, it is thought of as a most important, integral facet of a meaningful educational experience. A facet which is thought to be essential at all levels and in every educational institution throughout the land.

Physical education (among both the general public and professional educators - physical educators excepted) is one of the most misunderstood academic disciplines which has traditionally existed within the curricular, co-curricular or extra-curricular offerings of American schools.

Physical education is not just physical fitness. Physical education is not just athletics. Physical education is not just free play. Physical education does not deal just with the "physical". Physical education is neither merely movement education nor movement exploration. Physical education is not just games, or sports, or exercise or the memorization of rules and dimensions of playing areas.

It is these and more, much more. Physical fitness is part of physical education. Athletics and free play are indeed a part of physical education. Likewise, movement education and movement exploration. Games, and sports, and exercise, and the "physical" are all part of physical education. And more.

To have a better understanding of physical education as an academic discipline and to appreciate the potential of physical education as a

vehicle or means to an end, i.e., the realization of meaningful educational objectives and goals; one must become cognizant not only of what physical education is today, but also be exposed to the role which physical education historically played within the educational sphere of these United States. This look in retrospect, coupled with an examination of what physical education is and can be, will enable reader to view physical education and its role in the secondary curriculum, in light of the total educational processes, with a clearer, more meaningful perspective. It is the purpose of this paper to examine and provide, in capsule form, an insight into what physical education is today; how it came to be what it is today; and, how it fits into the framework of the total educational process(es) of our society in the final quarter of the 20th century.

Historical Perspective

Although one might, in a broad sense, consider that physical education has been around for thousands of years, that body of knowledge and area of expertise which professional educators today consider to be that of physical education is probably only slightly more than one hundred years old. This writer refers to the date of 1861 when Edward Hitchcock is credited with the initiation of the department of Physical Education and Hygiene at Amherst College.[1]

It is within the past one hundred years that the phrase PHYSICAL EDUCATION has taken on so many diverse meanings, interpretations and varying connotations - some positive and some negative. The respectability - or lack of it - of that discipline, or field, or profession commonly referred to as physical education, has swung as a pendulum

from one extreme to the other, from popularity to disdain, during the course of its one hundred plus year history.

The original professional organization for physical education was the American Association For The Advancement Of Physical Education. This organization was founded in November of 1885 by a group of 35 men under the leadership of William G. Anderson, who was also elected that body's first president.[2] The first official professional publication of this organization appeared in 1896.

It was also in the early 1880's (1883) that Swedish gymnastics were introduced to the American public by one Hartwig Nissen, who was at that time the vice consul to the United States for the countries of Norway and Sweden. Nissen was the prime mover behind the opening of a Swedish Health Institute in the nation's capitol.[3] With the advent and influence of the Swedish and Norwegian style of physical education and gymnastics, as well as other European countries (Germany and the Turner societies), the foreign influence within this country was supreme and continued its near dominance until the time of the first world war. Not only did these European countries bring naturalistic systems of physical activity and gymnastics to the United States, but their presence negated any seeming need for a native American version of physical education or gymnastics, until after the turn of the century.

In that same year (1883), the Intercollegiate Athletic Conference was established. This was one of the initial attempts at faculty control over interschool athletics. This initiation on behalf of school authorities in terms of involvement and control over interschool

athletics came about, for the most part, as a result of a backlash or reaction in response to the numerous abuses which had crept into the areas of athletic physical activities. Such abuses eventually led to the complete control of athletic competition between schools by the faculties and administrators of the schools involved. Similarly, such action resulted in the elimination of the club type sport programs, leagues and competition which were then so popular. Club type athletic programs were, in their formative years, organized and administered from outside the control of the educational institutions even though most of the participants were students at the schools involved. It is interesting to note that in the late 1960's the concept of club sports - with the one exception being in terms of academic control - once again gained popularity as well as prominence within the confines of the collegiate scene to an extent which almost seemed to rival the interest in club type activities in the latter part of the 19th century.

Ten years later, in 1893, Harvard College became the first institution of higher learning to confer the academic degree in the discipline of physical education. Prior to that point in time, and even for some years to follow, the professionals who were actively involved in the study of physical education were often medical physicians and/or scientists in the biological sciences. Only much later did the physical education profession provide for the preparation of physical educators via a specialized professional preparation program which differed significantly from the medical physicians and the biological scientists.[4, 5]

In 1903 the American Association For Advancement Of Physical Education changed its name to the American Physical Education Association (APEA). Thirty years later there was an additional name change. Specifically, on June 28, 1937, as a result of a merger between the American Physical Education Association and the Department of School Health and Physical Education of the National Educational Association, the American Association For Health And Physical Education was born and operated as a department of the NEA. A year later the organization assumed yet another name - American Association For Health, Physical Education And Recreation. This change reflected the culmination of years of work and effort for professional unification, on behalf of health educators, physical educators and leaders in recreation, all under one organization or umbrella. From that point in time the discipline of HPER (health, physical education and recreation) has operated under one roof - a fact which provided no small amount of difficulty in later years in terms of individual identity and individual professional respectability for those individuals actively involved in health science education and recreation as well as the various sub-components of physical education.

The new association continued to publish the Journal of Health and Physical Education and subsequently changed the name of the publication to the Journal of Health, Physical Education and Recreation. In 1974 the publication was again altered to be the Journal of Physical Education and Recreation. This change illustrated a change in emphasis in that health science was considered to be of such significant importance in terms of

a separate body of knowledge that HEALTH should be separate from PHYSICAL EDUCATION and/or RECREATION. Health would be no longer riding the coattails of the physical education profession. To be blunt - health education and health science could now stand alone as an academic discipline and would be best represented by a separate professional publication, Health Education. The Research Quarterly, first appearing in 1930 under the auspices of the American Physical Education Association, also continued and is published today.

Early emphasis (late 19th century) in physical education classes was one of concern with the health of the individual, body proportions, rigid exercises and physical training as well as physical development. In the early 1900's the rigidity of training and exercises and the formality of the organization of classes gave way to greater consideration for individual needs, interests, enjoyment and freedom of expression. The time for sports, games and play became of prime importance and the focal point of the then modern physical education programs. Total man was then becoming of great concern to the professional physical educator.

Physical education has not always been recognized as an important part of the educational process and the concept of the "total man" has not always been of great concern, even by those involved in physical education. The attitude toward play held by the Puritans and their descendants; the belief that "play" was a frill; the belief in scholasticism and its accompanying stress on book knowledge; helped to substantiate, even in later years among certain segments of the general population, that physical education and physical activity were

not essential. However, the recognition of the importance of training or educating the "whole" child brought society to a rude awakening and was instrumental for the inclusion of physical education activities in many schools. Society, at the turn of the century, started to release its hold on the pre-Rennaissance belief that all things "physical" were of a lower order and only the "mind" (spirit) should be glorified. Just as the then modern physical educator rejected this mistaken belief, the so-called "cult of muscle" was also rejected. Man as a WHOLE was indeed of the utmost concern. The snobbery of both the intellect and of the "muscle cult" was to be almost completely rejected within the circles of professional educators by the end of the first quarter of this century.

Since the school came to be viewed as being a vehicle for meaningful social change and adaptation; and, since the school, as such a vehicle, was seen as being responsible for molding social change - sports and games were viewed as possible instruments of such implementation. The turning away from the previously held concept of dualism was apparent in the emphasis put upon physical education within the educational process during the early portion of the 20th century. Physical Education and its various components soon became accepted as part of the educational process as a result of many factors, none of which were more significant than the Seven Cardinal Principles of Education (1918) which stressed attention to physical activities via the principles of (1) health and safety, and (2) worthy use of leisure time.

A new emphasis was seen in 1953 within the profession of physical education. This emphasis was physical fitness. A topic to be discussed

in detail later within this report. In the 1960's, the emphasis of concern within the physical education profession revolved around, among others, the areas of movement education and movement exploration as well as perceptual-motor competency. These areas of emphasis were more concerned with methods than curricular issues, although they were not without their effect upon the curriculum.

A major change, in emphasis if not in concrete terms, occurred in 1973 when the American Association For Health, Physical Education And Recreation, through its representative assembly at its annual convention in Minneapolis, ordered a reorganization of the Association (AAHPER). The following year, at its next annual convention in Anaheim, Califotnia, the AAHPER was reorganized and the name of the organization was altered to reflect the reorganization. The name was changed to the American Alliance For Health, Physical Education and Recreation. It was at this time that health science - within the AAHPER - stood on its own body of knowledge as a separate, distinct (although somewhat related) academic discipline. The umbrella of the AAHPER still stretched over health, physical education (and its various components/sub-components) and recreation, but each discipline was officially recognized, in name and in fact, as an entity within itself, having needs unique unto itself.

Overview Of Physical Education

What exactly is physical education? Where does it fit into the educational structure of our secondary schools? Of what does it consist? How can physical education meet or help satisfy the objectives and goals of our educational systems in this country? What are the

objectives of physical education?

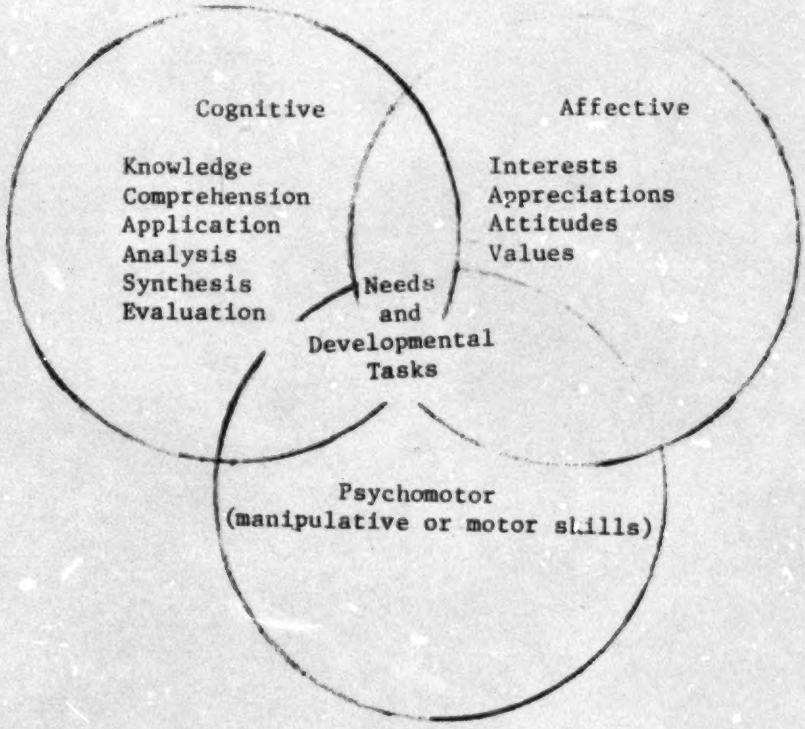
To view physical education in its proper perspective, it is essential that we define our terms and have a mutual understanding of what is meant by the phrase - physical education - and by the various sub-components or facets which comprise that academic discipline. This writer holds that physical education is indeed an academic subject or discipline containing a distinct, meaningful and significant body of knowledge, skills and experiences. Physical education is to be considered as a discipline composed of specific sub-components, each in turn being capable of playing significant and meaningful roles in the total educational process.

Specifically, physical education is the education of, by and through human movement. It is that part, facet or portion of general education which contributes to the total growth and development of the individual primarily by means of selected movement experiences and physical activities. The general goals of education and of physical education are indeed identical - the greatest possible development of each individual, and education for responsible democratic citizenship.[6]

It is essential that one recognizes that there is no conflict between education and physical education in either the matter of the product or the process. The product, objectives, and program of physical education are in harmony with those of general education and must be recognized as a part of the total educational cycle. The reason why any discipline or area is retained or added to a curriculum is because of the belief that that discipline conforms to common goals

which the educational system, and the general public, view as truly significant.

Physical education is education through the physical. Yet, it is more. Physical education, as a learning experience, permeates the cognitive, affective and psychomotor domains.[7] The diagram below illustrates the three domains and the interdependence of the three domains and their relationship to the learner's system of needs and developmental tasks.



As physical education does not merely deal with the individual's physical well being, but rather affects the person's entire self, the "taxonomies" may be instrumental in classifying the objectives which

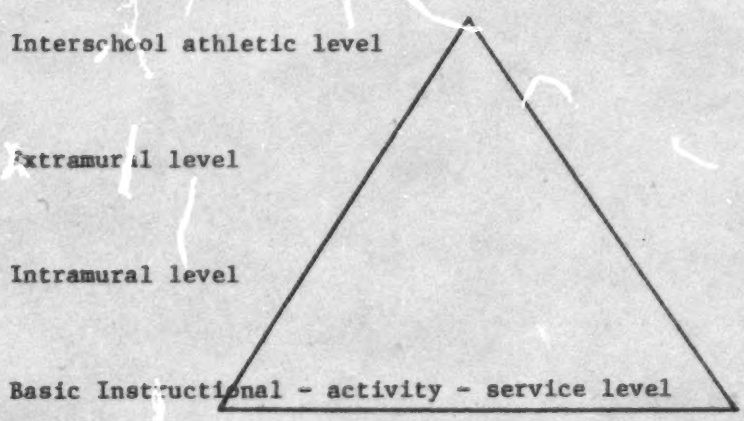
the teacher wishes to measure in the three domains. The "taxonomies" are capable of being utilized to evaluate and to determine whether the objectives within each of the three domains, in individual class situations, are being met.

Composition Of Physical Education

The components of physical education are as follows:

1. activity or basic instructional or service classes,
2. intramural activities,
3. extramural activities,
4. interschool athletic activities.

These components may be best examined by viewing the role which each plays within the overall picture of PHYSICAL EDUCATION. In viewing physical education it is best to conceptualize the discipline as being represented by a triangle - see below.



Physical education activity classes (also called service or basic instructional classes) provide opportunities for individuals to be

introduced to and gain some degree of familiarity and expertise with selected physical activities and/or to improve upon those skills and competencies already possessed. Such activities might be classified as:

1. recreational or lifetime leisure activities - such as bowling, tennis, yoga,
2. individual or dual sports - such a fencing, bowling, gymnastics, handball,
3. combative - such as wrestling, fencing, judo, karate,
4. team sports - such as football, baseball, softball, soccer, field hockey,
5. Developmental physical activities - such as gymnastics, weight lifting, free exercise.

It should be noted that specific physical activities might be able to be classified under more than one heading above (such as wrestling being classified as an individual or combative or even developmental physical activity). However, the important point to be cognizant of is that individual physical activities are capable of being classified or categorized under one or more specific headings so that the building of the physical education curriculum as well as the more efficient and effective satisfaction of the individual students' needs can be facilitated.

Such physical education activity or service classes serve as a foundation upon which the participants may build in terms of increased skill, achievement and experience via participation within and outside the regular physical education classroom.

It is at the bottom of the triangle that one finds the basic instructional or activity program offered within the physical education curriculum. It is here that the largest number of male and female students (either in a required or elective program) are exposed to the fundamental and basic physical skills involved in physical movement experiences as well as the more functional and structured activities involving the physical side of man. It is here that the student is introduced to those fundamental skills necessary for the successful completion of more advanced and sophisticated physical manipulations and allowed to practice these basic skills.

Further up the triangle, one views the intramural activity program. It is here that students, usually fewer in number, elect and freely choose to participate in recreational, competitive or developmental physical activities within the confines of one's own school against and/or with his or her peers. Participation in these physical activities on the intramural level is usually on a higher level or plane in terms of the degree of difficulty, skill proficiency and sophistication. Additionally, the physical activities are usually in the form of games, sport activities or contests rather than individual execution of a specific fundamental skill, although the later is not precluded from taking place.

Thus, the student is introduced to, taught and allowed to be exposed to specific and general physical skills and activities in the basic instructional or activity class. He is allowed to practice and improve under the watchful eye of the physical educator. Having obtained some degree of skill proficiency, regardless of whether or

not it was obtained or refined in the basic activity level program, the student is able to practice and participate in the physical activity under the auspices of the school intramural director. The intramural director serves not as a coach but rather as an administrator, facilitator and organizer in respect to providing opportunities for students within the school setting to experience meaningful success in the PARTICIPATION of individual and/or group activities, games and sports. It is well to remember that, on both the basic activity and the intramural levels, the needs of beginning, intermediate and advanced skill proficiency can be served. Both the intramural program and the activity or basic instructional program have the potential for serving a wide spectrum - from one end to the other - from the "no skill" situation to the most "highly skilled" situation.[8]

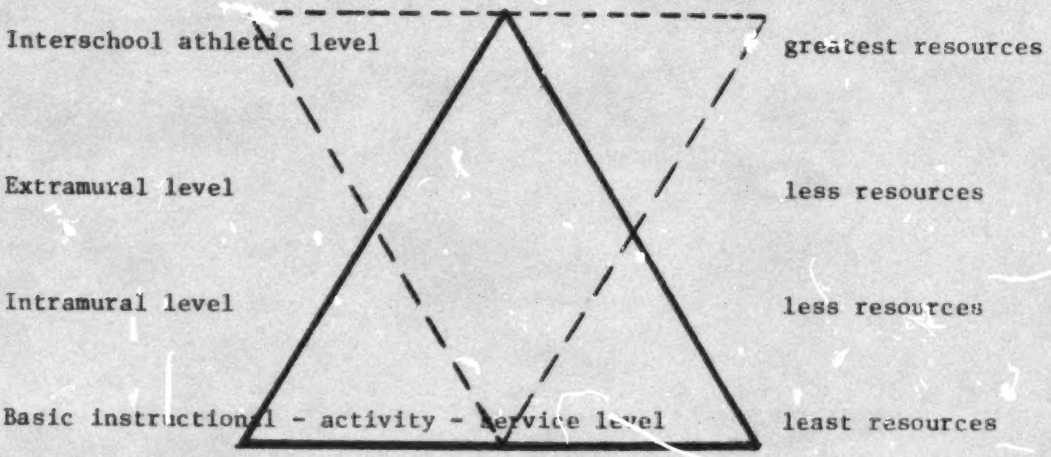
It is within the area of the intramural program that such objectives as might fall under the headings of "sociological", "psychological", "emotional", "physical", and "mental" might well be realized. The intramural program serves as one situation or opportunity which allows the participants - with a wide variety of skill proficiency - to demonstrate his/her proficiency and skill level in various forms of competitive, recreational and/or developmental physical activities. Participation is voluntary and for the fun of it, generally speaking.

Moving up the triangle, and again involving a smaller number of participants, one finds the extramural activity program. This program is very similar to the intramural program but involves participation in activities not only within one's own school but involves participation

in activities with and against individuals and teams from other schools who represent their school(s) via their participation in various physical activities. Although there are no professional coaches on this level, there are planned physical activities, both recreational and competitive in nature, between participants representing two or more different educational institutions. Often, the champions of the intramural program in a specific activity or sport from one school may compete against their counterparts from another school.

The apex of the triangle, involving the fewest number of participants but also involving the highest level of skill proficiency, represents the interschool or interscholastic athletic program. It is here that the highest skilled individuals, in a particular activity and within the confines of one school, are selected to represent, on a voluntary basis, their educational institution in a competitive physical activity, under the watchful and critical eye of a professional athletic coach. Such participation is against the highest skilled individuals from other schools for the purpose of competing against one another, in front of spectators from the general student body of each school as well as from the general public, to determine the superiority of one individual or group of individuals over the others in the successful execution of physical skills.

It is interesting to note the relationship, or rather the inverse relationship, which often exists between the number of students involved in the four components of physical education and the financial support (and moral support) also given to each. Refer to the diagram on page 16.



Although the activity class program, in most instances, utilizes the greatest number of students in terms of the general population of the student body; and, the interschool athletic program, by contrast, involves the fewest number of participants, the amount of financial support given to each is often in inverse proportion to the number of participants involved in the program. The diagram above aptly illustrates this probability. The upside down triangle is illustrative of this relationship, on a per pupil cost basis, in that the best equipment and most qualified teachers/coaches are often utilized at the interschool athletic level, with a lesser amount of fiscal and material resources allocated to the extramural program, and with even less on the intramural level. The smallest amount of fiscal support, on a per pupil cost basis, is often reserved for the basic physical education activity program were there are the greatest number of student participants. Of course the basic activity program is also where there exists the smallest number of spectators.

Why do we need so much space taken up by bleachers etc. in the gymnasiums and on the fields if it is not to house the spectators for the interschool athletic program? Who buys the expensive uniforms for the participants in the athletic program? Who buys the uniforms for the participants in the extramural and activity programs?

Professional Preparation

One of the traditional and yet most significant problems existing within the area of physical education involves the area of professional preparation of physical educators for the secondary level. Specifically, the preparation of physical educators who simultaneously will be involved in the coaching of interschool athletics. This problem is as basic as the make-up of the secondary school itself in light of the fact that a secondary school, with a possible population of 2400 students, might have need of a total of some 14 to 15 athletic coaches for complete involvement of a respectable athletic program. The same school might have only a need for three or four physical educators. If these athletic coaches also have professional preparation in the academic discipline of physical education, the secondary school administration is faced with a true dilemma. Namely, three or four of the athletic coaches might be selected to teach in their major field, i.e., physical education. However, the remaining 11 or 12 coaches will either be placed in situations where they will be teaching in their minor field(s) or else they will not be hired at all.

If there is a significant difference between a "major" and a "minor" in terms of expertise and competency - and if there isn't what justification would educators have for the differentiation between the

requirements for a "major field" and a "minor field" certification. It is essential that all teachers be involved in teaching in their major field of preparation, if at all possible.

In the example given on the previous page with the secondary school with 2400 students, the reader must be cognizant of the fact that if the 14 or 15 coaching positions are filled with individuals who possess a major in a field other than in physical education, the school would then have a deficiency in terms of qualified instructors/coaches in the athletic program (unless as will be explained presently, the school is able to secure the services of a qualified coach who does not have a major in physical education) even though adequately filling the number of non physical education teaching assignments. One solution which has been proposed within the past decade and which has received extensive acceptance within the education profession is the COACHING INTERN concept and the COACHING CERTIFICATION program. This writer had the opportunity of being selected to serve on a state-wide committee in respect to COACHING CERTIFICATION in the state of West Virginia during 1972-73. Two years earlier this writer was instrumental in having the COACHING INTERN concept introduced within the educational circles on a national level.[9]

These two similar programs enable an individual, who wishes to coach an athletic sport on the secondary level while teaching in a field other than physical education, to be able to do just that. The individual would enroll in the Coaching Certification or the

Coaching Intern Program within a college. By completing the requirements of such a program an individual might be qualified to teach in a field other than physical education but would be certified to coach an athletic sport on the secondary level. This allieviates the necessity of earning a major or minor in physical education if one wants to also be an athletic coach. The certification of secondary athletic coaches could involve any number of semester hours depending upon the requirements of the particular institution and the state requirements.

This approach to certification of secondary athletic coaches opens up greater avenues for employment for those individuals who desire to teach physical education on the secondary level but do not desire to also coach an athletic sport. At the present time it is very difficult, if not practically impossible, for a recent graduate of a four year college to obtain only a teaching position in physical education without also undertaking some coaching duties. This is due to the fact that the "slot" in physical education in the secondary school usually must be "saved" for one of the major sport coaches whose only major teaching field most likely is in physical education. There is even the possibility of increasing the professionalism and level of competence in the teaching of physical education by increasing the opportunity for physical educators to teach in their major field while not having to serve in the capacity of an athletic coach.

The area of physical education has another similar situation in terms of certification in ATHLETIC TRAINING on the secondary level. In previous times almost anyone could become the "athletic trainer" for a secondary school. Today educators and the general public alike

are beginning to take notice of the need for providing certification and specialized training for the professional position of athletic trainer on the secondary level. Such a position would not necessarily have to be filled by a coach or a physical educator but could be staffed by one who has successfully completed the athletic training certification program. Such an individual could be teaching any subject matter within the secondary school and yet be assuming the role of the athletic trainer.

The subject of interscholastic or interschool athletic competition has long been a very controversial subject. Even as early as 1947 the American Association For Health, Physical Education And Recreation passed a resolution in which athletic competition was condemned. This resolution dealt with the upper elementary grades at that time. However, in today's curricular structure those upper elementary grades could be considered as being lower secondary level.[10] A subsequent research investigation which reexamined the physiological dangers of young participants in competitive sports indicated that there was no more danger for elementary and junior high age school children than for older children.[11] Many research studies completed in the years following the studies cited above also confirm the fact that, from a physiological standpoint, competitive sports do not pose significant dangers to junior high and elementary participants that are not also present at the secondary level.[12]

Objectives Of Physical Education

Another aspect of physical education which deserves close

attention is the subject of the objectives of the discipline. Within that body of knowledge called physical education there are generally considered to be seven broad areas of objectives:

1. knowledge - academic development,
2. social - emotional development,
3. physical fitness development,
4. physical growth and development,
5. physical skill(s) development,
6. psychological development,
7. recreational development (competency).

Physical education programs are closely related to general educational objectives and, in fact, the aim of physical education is sometimes listed as one of the objectives of education. It has generally been agreed, historically speaking, that physical education serves many of the traditional educational objectives. For example, the Seven Cardinal Principles of Education (1918) and the Four General Objectives of the Educational Policies Commission (1938).

However, the acceptance of physical education as an objective within the educational structure in this country may be undergoing a radical change. In 1973, an educational goal-searching program was initiated by Phi Delta Kappa, a highly respected educational fraternity. Not since 1918 (Seven Cardinal Principles) has such an extensive and concerted undertaking been initiated to determine the American goals of education. Over one thousand members were sent 18 goals of education and asked to rate them according to their professional

feelings and beliefs. Of the 18 goals PDK has provided, health was ranked 15th by the individuals responding to the study.[13] This writer wonders why physical education was not included within the list of 18 goals and wonders if this is significant in itself. The ranking of health (the relationship between health and physical education need not be pursued here) at the 15th spot is not so much of a concern as is the absence of "physical education". Only physical fitness, an objective of physical education, in addition to health, is mentioned.

Additionally, in THE REFORM OF SECONDARY EDUCATION, 32 recommendations were made to improve the educational scene in the secondary schools in this country. Although these recommendations have the potential for significant influence within the education community, in terms of curriculum, it is significant that among these 32 recommendations one finds that physical education is not included and that it is suggested that mental health replace physical fitness.[14]

Physical Fitness

Many individuals confuse physical fitness with physical education (refer to THE REFORM OF SECONDARY EDUCATION cited above). Physical fitness received a boost in awareness by the general public as well as by educators during both world wars. But these eras of semi-popularity were totally overshadowed by the fitness craze and popularity which followed the results of the Kraus Weber Tests.[15]

In 1953 a comparison study of back and abdominal strength and flexibility of European children and children in our own country

was brought to the attention of the national press. The poorer performance on behalf of those American children studied was concluded to be a result of a lack of the various types of formal exercises which are thought to build up the body in specific areas. In response to the uproar of the nation's educators and general populace, President Eisenhower in 1956 called a White House Conference of outstanding leaders to examine the problems brought to light by the study.[16]

A result of the conference was the establishment of a Citizens Advisory Committee on Youth Fitness to which was given the responsibility of finding acceptable ways of improving the physical fitness of our young people and techniques of implementing such plans as soon as possible. This committee was later replaced (1968) by a group which is known now as the President's Council on Physical Fitness and Sports. Charles B. (Bud) Wilkinson served as Special Consultant on Youth Fitness for President Kennedy. From 1964 to 1967 Stan Musial served as consultant and he was succeeded by Captain James A. Lovell, Jr., USN, astronaut in 1967.

The President's Council on Youth Fitness and Sports has recommended that children in grades K - 12 be required to take part in daily physical education programs which emphasize the development of physical fitness.[17] Physical fitness has indeed assumed a very prominent position within the physical education curriculum in our schools during the past two decades.[18, 19]

There is definitely a differentiation between physical education and physical training. Physical training may be likened to being in

the army and being made, through the threats of the top sergeant, to get into tip top physical shape. This physical conditioning, while being excellent in terms of short range objectives, i.e., to get into top physical condition, does nothing in terms of long range goals. Consider the difference in the learning situation and learning process in the physical education classroom where the individual also reaches the same high degree of physical conditioning and physical fitness. In the physical education situation one sees that the individual reaches the objective of the high degree of fitness not through threats but via an education process which enables the individual to decide to achieve the goal because it was what the individual wanted to do, to accomplish, to achieve. In the army example, upon mustering out, the individual is likely to lose the level of fitness because of the absence of the motivating factor, i.e., the threat from one's superior. In the physical education example the individual is likely, or at least more likely than in the army example, to retain his level of fitness following the end of the class or graduation because the circumstances in which he finds himself (following the close of the class) is not that significantly different from that in which he operated as a serious student in the modern physical education class. The serious physical education student seeks to achieve physical fitness through a learning experience which he finds meaningful and continues to "practice what he has learned" following the termination of the formal educational process. This is one example of true learning taking place, i.e., change in behavior.

Skill Development - Knowledge Development

Physical education is concerned with more than mere physical fitness and/or physical movement. Skill development is essential. In fact, skill development is of paramount importance. Today, and rightly so, the "throw out the ball and go for a smoke" type of teaching is no longer with us in sophisticated teaching environments. Concern is for the development of concepts, attitudes, and behavior modification in terms of proper educational practices such as proper utilization of exercise, food selection and other health activities. Meaningful experiences in the classroom in physical education which enable students to extrapolate what they have learned is of prime concern today. Teach facts, yes. But more than merely the teaching of facts.

Sociological and Psychological Development

A program of physical education is to be judged in terms of the success with which it meets the biological, psychological, sociological and mental needs of the individual. The needs of the physical are inextricably connected with the activities of the mental. At the same time, movement does not usually take place without some effect on personality and social behavior. By its very nature, physical education can contribute, in some instances, to more of the goals of general education than can any other single school subject. This is simultaneously a great opportunity and a great challenge.

However, one of the reasons why the discipline of physical education is often cited for being able to contribute to the goals and objectives of general education to such a great degree is that

more and more sub areas are being clustered under the umbrella of PHYSICAL EDUCATION. Specifically, physical education - at least in some circles - has included the sub areas of: (1) health, (2) physical education type activities, (3) recreation, (4) athletic activities, (5) safety education, (6) drivers education.

The fact that the physical education profession has sought to gain control of such a wide variety of activities is noteworthy indeed. Although each of the previously mentioned six areas are considered to be a somewhat distinct field, there is nevertheless a common thread connecting each to one another. If all of these areas are indeed considered to be under the broad classification of physical education it is readily seen how such a program could indeed contribute to the goals of general education to a greater degree than any single other subject matter area.

Physical education and sport physical activities can be viewed as a micro society and it is within this structure that social values (cooperation, etc.) may indeed be experienced and internalized. It should be noted nevertheless that true change in behavior (meaningful and sustained change) does not usually occur unless planned for in depth and achieved through attitude modification techniques which are acceptable to the professional educator.[20]

Physical Activities As Tools

Physical activities must be considered as "tools" which may be utilized to accomplish a variety of purposes and objectives. The manner in which these "tools" are utilized as well as when and where they are to be used will have a great effect upon the ultimate desirable

goals. Criteria for the selection of activities must also be carefully determined to insure that the use of a specific activity, in reality, aids in reaching a specific objective for individual students.

Activities are selected on the basis of progression. That is, what has been learned before is used as a building block for what is to be learned. Physical activities are also selected on the basis of their benefits being able to be transferred beyond the scope of the physical education classroom. Activities play an important role in the development of a curriculum of the school. Activities selected for inclusion in physical education programs must be able to be evaluated in terms of objectives of the physical education program as well as the more general objectives of the school and the community. Activities must first be evaluated and judged as to their suitability in terms of their actual contribution to the total and complete development of the child.

In early grades, emphasis is on self awareness and "movement education" or "movement exploration" type activities. In the higher grades, students are instructed in sports techniques. Additionally, lifetime sports type activities are included in the junior and senior high grades. Physical fitness emphasis is usually maintained throughout the individual student's educational experience.[21]

The curricular elements (activities) must be evaluated as to their worth (as tools) in terms of physical, intellectual, social, emotional, psychological, safety, and recreational contributions. Activities

have been traditionally allocated to appropriate grade levels to correspond to the peak of natural interest of the participants.

The charts on the following pages illustrate, from a purely practical standpoint, how a curriculum planner might determine the initial suitability of any specific physical activity for a particular secondary school program. It should be noted that the determining factors as to whether any particular activity is indeed suitable or acceptable in the curriculum include:

1. whether the activity is best suited for fall, winter, spring or all seasons,
2. whether such activity could be classified as recreational, individual, dual, combative, team, or developmental in nature,
3. whether the activity will be provided for men, women or both.
4. whether there exists sufficient facilities, adequate amount of equipment, qualified number of staff, enough time, acceptable environment (weather), sufficient budget and financial support as well as a compatible educational philosophy existing within the system and the community.

Being able to "plug" any activity into the "slots" on the following charts will enable a professional physical educator to determine, on a cursory/preliminary basis, whether a specific activity would be capable of being included in the school's curriculum in terms of specific limitations (such as those cited above). Further evaluation of the potential activities on the basis of priority of needs (students' needs) and the compatibility with the educational philosophy of the

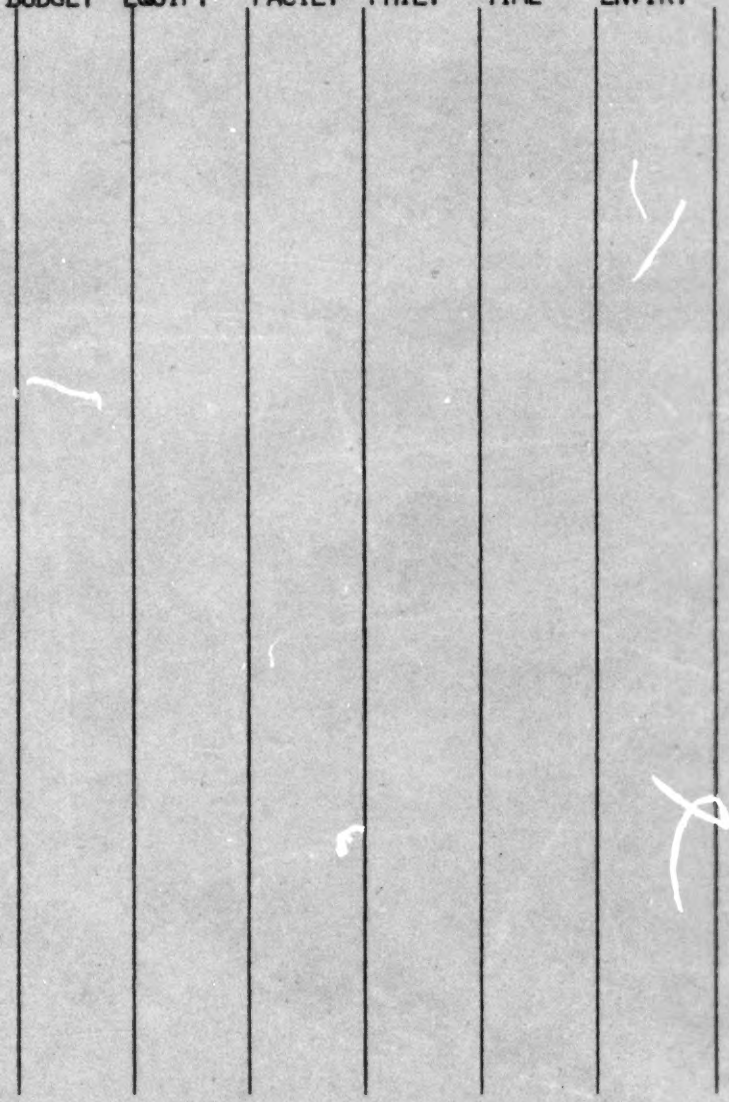
ACTIVITIES

TUMBLING-GYM							
POWER VOLLEYBALL							
ARCHERY							
HOCKEY							
BASKETBALL							
BASEBALL							
BOWLING							
PING PONG							
SOFTBALL							
SHUFFLE BD.							
SOCCER							
TRACK							
BADMITTON							
SWIMMING							
JUDO							
KARATE							
BOXING							
WRESTLING							
FENCING							
WT. LIFTING							
GOLF							
PADDLE BALL							
HAND BALL							
DANCE							
FOLK							
MODERN							
SQUARE							
SOCIAL							
ROLLER SKATING							
SKIING							
GAMES							
TENNIS							
HIKING							
SOFTBALL							
BOWLING							
CYCLE - BIKES							
YOGA							
OTHERS							

PARTIAL LISTING:

PLASTIC OVERLAY # 1

POSSIBLE LIMITATIONS



PLASTIC OVERLAY # 2

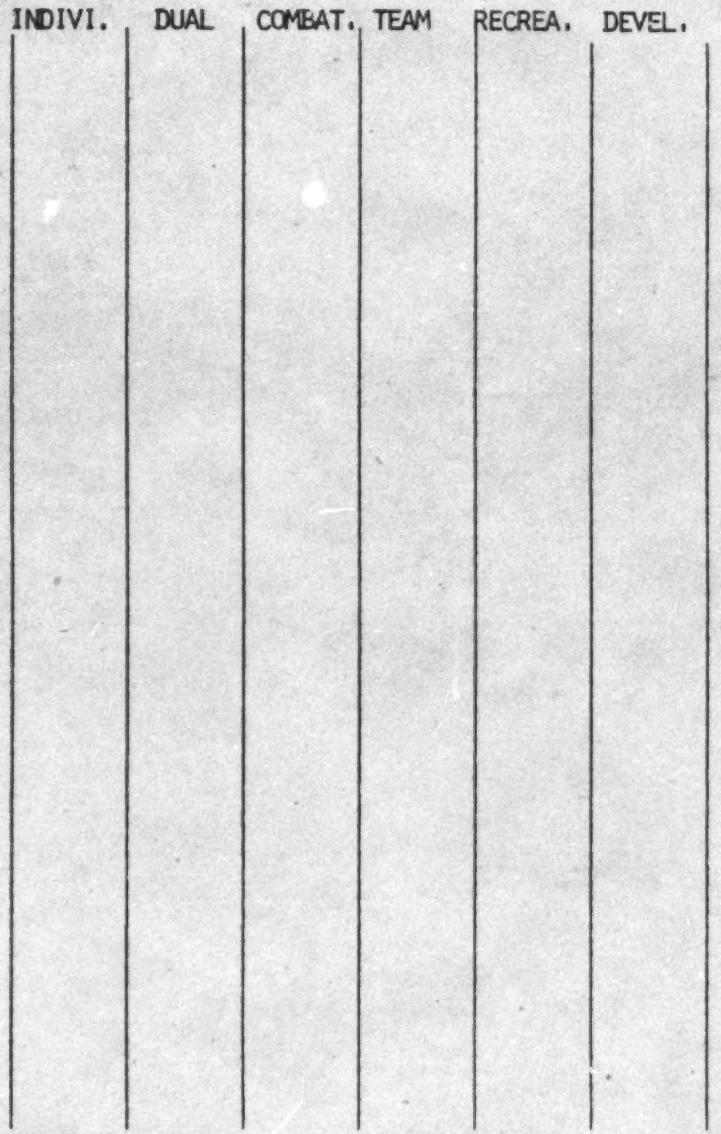
TIME AVAILABLE - WHEN TO OFFER

PLASTIC OVERLAY # 3

APPROPRIATE TIME FOR ACTIVITIES

PLASTIC OVERLAY # 4

ACTIVITIES CLASSIFIED AS:



PLASTIC OVERLAY # 5

school, the school system and the community will aid significantly in determining the final desirability of any specific physical activity.

Summary

Of the ten problems confronting the public schools, the Gallup Poll in 1974 indicated poor curriculum as holding the 9th position.[22] This fact, coupled with the statement by the American Alliance For Health, Physical Education And Recreation that only about one in four schools offers a sports and physical education program designed to bring out each student's physical best, is somewhat a poor commentary on the present status of the physical education curriculum in the United States.[23] This is even more significant when one realizes that physical education has never before been more acceptable in the general curriculum or more highly successful in meeting the needs of the students. Improvements have indeed been made. In some instances giant steps have been taken. However, much remains to be done in terms of making the physical education learning experience truly meaningful and significant for each and every individual student, from K through 12 or 16. With continued concern within the physical education profession, with continued awareness of our present limitations as well as our potential, we as physical educators, we as educators, we as members of the general public will be able to take part, a very active part, in making our schools and the learning experiences taking place within those schools, truly enjoyable and significant. But before effecting any major and/or permanent modification it is essential that the profession or discipline be

fully understood in terms of its role in the school and its potential for assisting each and every student reach his or her full potential as a citizen of this country. It is the responsibility of each physical educator to not only develop a personal and professional philosophy towards physical education but to share same with others within the education profession and with the public at large.[24, 25] Hence, a final reason for this paper.

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